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JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

Opportunity Creates Responsibility

JOURNALISTIC education will have opportunities in the immediate future such as it has never had before. The public press devotes an entire page daily to a score of professional experts for the education of various varieties of parents, youth and children. Angelo Patri and Arthur Dean teach millions of fifty-seven varieties of men and women, children and youth the science and art of behavioristic psychology daily.

No railroad can survive that serves only one section of the country, nor can any banks long survive that serve only one section of a city. No soil can survive which raises only one crop. No family telephone is adequate without a radio to talk to the family from the ends of the earth.

The automobile is a family affair, the taxi is for community service, the bus is for long distance, but when one seeks comfort and luxury in travel he rides in the latest model Pullman, which will now carry him anywhere, on any group of railroads, safely, comfortably and speedily.

In journalistic education the teacher of one subject only must have a publication that has the latest word and the best service for promoting the achievement of students.

Every superintendent, supervisor, principal and teacher must have the publication that meets the needs of state service.

It is no more an expense to have a subject-publication than it is to have an up-to-date hat, and no more an expense to have a state publication than to have seasonable clothing.

A teacher who whines about the cost of journalistic education is as shabby professionally as though wearing an out-of-style hat or out-of-season jacket.

American education demands that every member of a city board of education, superintendent, school principal, and officer in any professional organization, local, state or national, shall read periodicals that deal intelligently with the laws and customs, traditions and practices of every section, and with every variety of leadership in the promotion of education.

Nothing is more indispensable to success in education than a spirit of up-to-dateness, locally, sectionally, and nationally, which is impossible without the publication which is needed for success.

S. Y. Gillan

S. Y. GILLAN, one of the interesting personalities of the profession, died at the home of his son, Lee, in Los Angeles recently. He never fully recovered from a stroke experienced about a year ago.

Mr. Gillan spent most of his active life in Milwaukee. For many years he was the militant editor of a very-much-alive educational monthly.

When I assumed the guidance of the Journal of Education forty-four years ago there were very militant journalists in the education field, chief of whom were Major Merwin of St. Louis, E. O. Vail of Oak Park, C. W. Bardeen of Syracuse, and S. Y. Gillan of Milwaukee.

All educational journalism then had a distinctly personal flavor. However vitriolic their pens seemed, these men were all charming personalities socially. Mr. Gillan had one of the most brilliant pens, and was a most charming personality.

In later years, after he retired from journalism, he was successful in business enterprises in the South, and enjoyed life and friendships.

In the last seven years the white teachers of North Carolina have increased their average academic credits from one year to two and three-fourths years, and the colored teachers from less than a high school education to one and one-fourth years of college education.

How American education does advance!

Charles E. Merrill

THE passing of Charles E. Merrill leaves only one friend who was in the school-book business sixty years ago.

Mr. Merrill was one of the most charming personalities I have known, and the charm was never lessened by business responsibilities.

I recall an occasion when one of his eminently successful agents lined up a large and important introduction in a big city and wrote Mr. Merrill that he must have money to make the contract sure. The agent, who was a friend of mine, showed me the letter that Mr. Merrill sent in reply. It was as noble a business letter as I ever read.

Mr. Merrill's business success was in no small measure due to his judgment of personalities. He often discovered young men of promise almost magically. For instance, I recall his telling me of a young man superintendent in a small mill town in Oxford County, Maine, who, he thought, had great promise.

Mr. Merrill made the young man an offer so alluring, financially and prospectively, that it was a real temptation, but the Board of Education made it so interesting for him to remain as superintendent that professional education has for many years enjoyed the leadership of Payson Smith in Maine, Massachusetts, and the nation. Mr. Merrill retained his active connection with the business until a few years ago, when his son, Charles E. Merrill, Jr., succeeded him as president.

Harman of Alabama

THE renomination of Dr. A. F. Harman, state superintendent of Alabama, by a large majority has unusual significance, because of an attempt to inject the cost of education and of the highly efficient State Department into the campaign, and there was no way to estimate the effect this might have at this time.

The State Department of Alabama is unlike any other in the country. It has assumed direct responsibility for the success of every teacher who is not in a city with a superintendent.

The department also effectively promotes the consolidation of school districts, and the creation of highly standardized grounds, buildings, and equipment, with teachers prepared for leadership in modern education.

All this has required an abundance of tax money, and both nature and human nature have made it easy to magnify the "cost of education."

This makes the nomination of Dr. Harman by a large majority highly creditable to the state.

The early hen lays most eggs. For several years electric lights have shortened the night for hens of enterprising poulterers. Now music wakes the hens early, and more eggs result.

How to Teach

IS THERE any more important American problem than the promotion of a universal, vitalizing, ennobling religious spirit in education?

Education is the only responsibility for making a creation or revelation of today function universally tomorrow.

The only religious appeal that never stirs an irreligious spirit or creates an intolerant attitude is the teaching of the Greatest Teacher.

Arthur C. Boyden, State Normal School, Bridgewater, Mass., is the first to reveal clearly, attractively and forcefully what the Greatest Teacher taught and why and how he taught what he did, when he did, and as he did.

Charles W. Eliot's Personality

By A. E. WINSHIP

CHARLES W. ELIOT'S presidency of Harvard University was an important event in American history.

In the first decade he rescued the university from tradition. In the second he stemmed the tide of conventionalism. In the third the University was the leader in academic democracy. In the fourth he stabilized modern scholarship at Harvard.

In retirement, with limitless mental energy and conscientiousness he refused to question any administrative activity of his successor, but yielded to the public demand and expressed his opinions on public affairs vigorously and brilliantly.

Thus the later years tended to make his utterances an individualistic myth with those whose plans were benefited by his pronouncements.

One now hears vastly more praise of his opinions on miscellaneous subjects than of any achievement in education in his forty years of university leadership.

Charles W. Eliot's place in history must depend upon recognition of his personality in the creation of a university that is achieving results that promise to keep it in the front rank in service to civilization.

For forty years Charles W. Eliot gave himself unreservedly to the creation and direction of Harvard University, which to him was always the student body, individually and collectively.

He thought of the university in its relation to its students and of their collective influence on civilization.

President Eliot used tradition and conventionalism, but was never used by either. His service to Harvard University and to civilization through the university was through his personality.

Anything that magnifies the personality of Charles W. Eliot as president of Harvard University is a service to American education. A university personality is vastly more important than being a myth to disciples in miscellaneous public affairs.

President Eliot's knowledge of individual students, their past, their college life, and faith in their future was a high spot in his personality. His adoration of Harvard's responsibility to civilization was paralleled by his placing the future of a student above the student's relation to the university.

A few definite instances may be more effective than any mythical characterization. My relation to Dr. Eliot was quite unlike that of others who were officially related to him and to the university. Hence my appreciation of his personality is impersonal.

Mr. H, early in his junior year, came to the president for advice. The father, who died suddenly, was half owner of a business. If the son would take the father's place there would be a relatively large income, but it was without value otherwise. Mother and sisters needed a continuance of their income.

The son was fascinated with college life and with the prospect of a professional future. He was sure that President Eliot would advise his insistence upon continuing in the university.

After asking several questions about the business and the family, President Eliot said: "The thing for you to do is to accept the situation. Harvard has done for you all that is vital. You have the college atmosphere. You will always benefit from these years in college. You will have abundant means to gratify your taste for literature, art, music and travel, and you will make a comfortable life possible for your mother and sisters."

Few men get as much joy out of home, books, art, music and travel, few render a more noble service to a community and to civilization than has this man for a quarter of a century.

G—— came to Harvard as a special student after he was nearly thirty years of age. He had a family, but through thrift and economy he was able to get a university education. At the beginning of his second year he learned of an opportunity to do some janitor-like work on the side and applied to the business office for the job.

To his surprise the president sent for him and came at once to the point. "Your boyhood was on a hard-luck farm, wasn't it? You worked your way through the Normal School, didn't you? You have been teaching in a colored college, haven't you? They tell me that you have an unusually good mind. Now, Mr. G——, you have a superabundance of energy, but you lack culture. You must cultivate culture. I have a friend who is interested in young men." He handed the student a sealed envelope, which proved to have a hundred-dollar bill in it. At other times aid to culture was provided.

The special course was abandoned, and Mr. G—— matriculated regularly. He was eminently successful professionally. The last visit I had with him before his death he said: "There have always been ringing in my ears those wonderful words, 'a good mind, superabundant energy, but lack of culture.'"

A volume could be written of instances like these, no two of them alike, but always advice to some one whose life was guided by unexpected counsel which always proved to be for the good of the student and for the public good.

Belding's Page

More Humane Way

EDUCATION in recent years has been developing more sympathy and patience. The sort of schoolmaster despotism which Dickens pilloried in Nicholas Nickleby and elsewhere has almost, if not completely, disappeared. It lingers in the dispositions of some hirelings and occasionally finds vent in minor ways. But, by and large, there has been a marvelous transformation; an infusion of a new spirit which emphasizes the dignity and importance of the child.

One does not have to be very aged to remember back to a time when compulsory schooling did not exist on the statute books of any state. The adoption of laws requiring children to remain in school up to a certain age, had something to do with creating a new attitude on the part of schools. No longer was it a simple matter to expel an undesirable pupil. Methods had to be devised to hold the "unfit" along with the others until the prescribed years of schooling were finished.

Schoolmen and teachers began to study the child who had seemed immune to ordinary instruction, and to discover that, in many instances, that same child could be reached through better understanding.

The more humane way is naturally proving the better way. A great amount of good material is being salvaged. Human beings are being kept from social and economic rubbish heaps. Children are being redeemed from discouragement and taught to discover and utilize such talents as they possess.

Our elementary and secondary schools have made great progress in the direction of suiting instruction to the individual and taking upon themselves the burden of responsibility for failures.

The Second Chance

HERE is matter for college deans and faculties to ponder.

A girl went to college. She had demonstrated brains by exceptional scholarship in the high school. She had a wonderful background; not only the environment of a cultured home having fine ideals, but an unusual inheritance of character stability.

Somehow or other she got off the track. She became so absorbed in having a good time that she neglected her studies. She was repeatedly warned, but did not take the warnings seriously. To her great astonishment and utter humiliation, she was told, at the end of the year, that she was no longer wanted. She had missed her chance. The dean was sorry. But she believed the best interests of all concerned demanded that the girl not return. This did not mean, the dean said, that some other college would not take her, or that she might not do well to go on with her course in another college. In fact, the dean volunteered to write to other deans, urging that they admit her.

The girl went home. She had sustained a terrible blow. It had a sobering effect. She "came to herself." There is no more danger that she would ever repeat her mistake than that the sun will cease to shine.

Some young folks need a severe jolt to bring them to their senses. Often it is the making of them.

But do you suppose this girl was able to find a college that would take her in? All, with one accord, began to make excuses. One college replied to her application by stating: "We never receive students who have been dropped by other colleges." How grand that sounds—and yet how narrow and stupid it really is.

It is not the function of educators to erect barriers, but to remove them, and to point clear pathways.

The late Charles W. Eliot used to affirm that the experience of educators convinced them that youth is justly entitled to a second chance, and other chances after the second.

Some colleges, apparently, have not subscribed to the doctrine of the second chance. With calm indifference they turn the failure of an unfortunate, immature student into something final. "These portals are sacred to those who have made no serious mistakes." So runs the inscription. For thus it is easier and apparently safer to conduct a college.

Auson W. Belding

Associate Editor.

If You Had A Million, Would You Teach?

By ORLIE M. CLEM

Teachers College, Syracuse University

The reasons why men and women teach are here considered. Teaching may be financial folly, but there are those who love the work so supremely they could not be content to give it up—not even for a million dollars.

WHAT would you do if you had a million dollars? Would you remain in your present occupation? Harry D. Kitson, guidance expert at Columbia University, recently asked this question of four hundred teachers. Kitson reports that one hundred or one-fourth of these teachers claim they would continue teaching; his study reveals that the entire four hundred teachers had an average interest in the profession of ninety when measured on a scale running from 0-100. Kitson's scientific study shows also that interest in teaching increases with years of service. Compare these figures with reports in other lines of work. In the occupational survey of Richmond, Virginia, 1915, 40 per cent. of the workers said their work was unsuitable and unsuited to them.[1] Similar results have been found in occupational surveys in Milwaukee and Brooklyn. Why do men teach?

Some say that *real* men do not teach—only immature women and feeble men. A foreign critic has facetiously remarked: "In America the schools are taught by a mob of mobile maidens meditating matrimony." Bernard Shaw's epigram, "Those who can, do; those who cannot, teach," is familiar to all. Shaw has no doubt explained the bodily presence of some teachers in the profession. For example, Kitson found three teachers who said their interest in the profession was zero. One teacher frankly admitted that her interest was fifty below zero. A. Scott Lee, in New York City,[2] and E. V. Hollis in Kentucky,[3] have recently shown that some individuals go into teaching as a parking place for marriage, some as a stepping-stone to another profession; others because their parents advise it, and still others because of long summer vacations, short hours, and Saturdays off. But these teachers are not the ones who make the wheels go round. They are the drones, but not the real teachers of our profession.

Why do *real* teachers go into teaching? They prize the opportunities for wholesome social contacts. There is probably no occupational group which has higher moral standards. This inherent moral stability will always be preserved by social pressure from the outside. If I have committed a crime, the moral character of my lawyer is not of first importance, if he is efficient; and so, of my dentist and my physician. But the moral character of the teacher who guides my boy or girl transcends all other considerations. The fact is, therefore, that in the teaching profession, suggestive and subtle sex stories, marital triangles, and mid-night "whoopee" parties are comparatively rare. For the privilege of companionship with members of the teaching craft, many a great teacher is ready to pay a high price.

I heard recently of a man who went fishing in a stream on the banks of which was an insane asylum. All day he fished, and in the evening was eating his lunch upon the bank. Through the bars an inmate of the institution saw the fisherman. The inmate asked: "What are you doing here?" The fisherman replied: "Fishing." "How long have you been fishing?" "All day." "Caught any fish?" "No." "Got any bite?" "No." "Fished all day, fished all morning, fished all afternoon, fishing this evening, caught no fish, got no bites; you had better come inside." And so, many today in the business world think likewise about teachers—they should come inside. But the social regard of society at large is very deep and fundamental for the profession of teaching. George S. Counts[4] has recently shown, in a unique but representative study, that when forty-five American occupations are ranked in terms of social approval, the position of college professor stands second, high school teacher tenth, and elementary school teacher thirteenth. In a group of forty-five occupations these ranks are relatively high. Those who poke fun at the teaching profession inquire: "If this be true, why are teachers so poorly paid?" There seems to be only one answer; real teachers like to teach as real fishermen like to fish. James R. McGaughy of Columbia University contends that teaching services should be placed upon the same non-sentimental, economic basis as other industrial commodities.[5] Such cannot be the case. Many great teachers will never be paid what they deserve because they are willing to make huge financial

1. Kitson, Harry D., Measuring the Interest of Teachers in Their Work: Teachers College Record, October, 1928.

2. Lee, A. Scott, Motives of High School Graduates for Entering the Profession of Teaching: School Review, January, 1928.

3. Hollis, E. V., Why They Teach: Educational Administration and Supervision: December, 1929.

4. Counts, George S., The Social Status of Occupations: School Review, January, 1925.

5. McGaughy, James R., The Movement Toward Scientific Salary Schedules: Teachers College Record, May, 1929.

sacrifices for enviable associations of "cranied walls."

Great teachers teach because they love knowledge. Modern youths come to them asking[6]:—

"How shall we care for our bodies?
How shall we rear our children?
How shall we work together?
How shall we live with our fellowmen?
How shall we play?
For what ends shall we live?"

Great, indeed, is the satisfaction of those teachers who can answer these questions with functional knowledge. Ulysses, reflecting on his Odyssey, has been conceived to say:—

"Much have I seen and known: men, nations, government, I am a part of all I have met."

And so, great teachers guide their students on stimulating journeys in science, and art, and literature, and philosophy, and Education. Their students become a part of all they have met. Is it any wonder that John Bassett Moore says: "When I learned that many members of the Peace Conference considered the most brilliant and best trained diplomat in Paris to be my former student, Wellington Koo of the China Mission, I had my unalloyed reward"?

Men teach because they want to know, to experiment, to follow truth. Poverty, self-abnegation, and social ostracism are sometimes endured in order for them to exclaim with Archimedes: "Eureka!"—I have found it. Scientific education has re-made the school in terms of organization, curriculum, and method. Much human wreckage, due in the past to vocational and emotional maladjustment, is now prevented. The atom of the physical world yields its secrets; the soul of man takes on new interpretations in the psychological laboratory. Science has controlled typhoid, yellow fever, and diphtheria. Science has relieved pain and suffering. Science has transformed the world into a fairyland more romantic than fiction. Our great teacher-scholars have had no small part in this scientific revolution, in the ushering in of the scientific, technological, machine age. Research scholar-teachers have been leaders for truth in its battle with lust, ignorance, and ruthless ambition.

Real teachers teach because of their interest in human personality. The writer recently conducted a piece of research to determine some of the qualities of great teachers. His conclusion was that great teachers rank high in the human factor. We are now aware in scientific education that medians are often a delusion and a snare; it is what happens to each individual child that is important. Dr. Buckingham of Harvard University has well said[7]: "The teacher has children to study—not stones, bugs, fossils, or old manuscripts, but the most interesting of all possible materials, namely, human beings. Moreover, he has at hand human beings at their most engaging period, childhood and youth. And his children never grow old. In constant procession they present to him, always at the level of childhood, their innumerable interesting aspects. Yet each is different from the other, different in strength, talent, and character; different in origin, growth, and need. If teaching these children is to include studying them, the job of teaching takes on new dignity. Its scope is broadened. Its meaning is enriched. No other calling may then be compared with it. It is the great adventure." Buckingham is indeed right. A great teacher must not only teach a pupil to demonstrate the forty-seventh proposition of Euclid but to demonstrate a life. Great teachers may well say with Miss Ethel Holmes of Denver: "I thank you for lending me your child today. All the years of love and care and training which you have given him have stood him in good stead in his work and in his play. I send him home to you tonight a little stronger, a little freer, a little nearer his goal. Lend him again to me tomorrow, I pray you. In my care of him I shall show my gratitude."

The painter, Whistler, was asked one day how he was able to make such great paintings. He said: "Oh, it is a very simple matter; I simply take the right colors and mix them in the right degree." And so it is with teaching. But it takes even great teachers, when they are dealing with the multifarious elements of human personality, a long time to secure the right colors and mix them in the right degree. Harvard's great teacher, Louis Agassiz, knew how to do it; and so did Pestalozzi, and Arnold of Rugby. These great teachers recognized that "Life is not a getting and a having, but a growing and a becoming." A student of Louis Agassiz once said of him: "Years ago I tramped over the hills of Old Switzerland with that master teacher, Louis Agassiz. The relationship seemed to be not that of master to pupil. We seemed to be on a party." Likewise can you and I say of our great teachers. Our journey with them seemed like a party. Their influence endures after "bookish lore" has faded from memory's screen.

William Lyon Phelps, master teacher of Old Yale, has given us a classic statement of a great teacher's interest in human personality: "I do not know that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind teaching is not merely a life work, a profession, an occupation, a struggle; it is a passion. I love to teach. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices

6. Chapman, J. C., and Counts, J. S., Principles of Education, 1.

7. Buckingham, B. R., Research for Teachers, 380.

to run a race. Teaching is an art—an art so great and so difficult to master that a man or woman can spend a long life at it without realizing much more than his limitations and his mistakes, and his distance from the ideal. But the main aim of my happy days has been to become a good teacher, just as every architect wishes to become a good architect, and every professional poet strives toward perfection." Great teachers teach because of their interest in human personality. It is no wonder that when God wanted a perfect teacher He sent his son from Heaven.

Music in Chicago Schools

By J. LEWIS BROWNE

Director of Music, Chicago Public Schools

The past few years have witnessed a remarkable development of music in the Chicago schools. Here is the story of that development by the man chiefly responsible for directing it.

A RECOUNTING of two crowded years in the Department of Music, Chicago Public Schools, may be of interest to those similarly employed.

First let it be stated that but for the great interest of our superintendent of schools, William J. Bogan, who believes music should be on a parity with mathematics or other study in any curriculum, these lines could not have been written. Prior to 1928 there existed musical direction in the elementary schools, but not in senior and junior high schools. From the inception of the new bureau, principals of said senior and junior high schools have co-operated in a manner never to be forgotten by this writer, who desires to record his gratitude herein.

ELEMENTARY SCHOOLS

To commence with the elementary schools, some 384 in number, of which Rose Lutiger Gannon, assistant director of music, is in charge, much headway has been made, a fine showing in assemblies evidencing this, strengthened by the great strides in music appreciation correlated with the Damrosch programs through WMAQ (Chicago Daily News), of course climaxed through our very own twelve symphony concerts by the Chicago Symphony Orchestra, under the direction of Dr. Frederick Stock. To quote Mrs. Gannon in another interesting phase: "This past year we selected different centres in our schools in which to attempt some creative work by the children. Of course, this was only done in instances where the teacher was very musical and had developed the work in the class to such an extent that the children were ready to give some of their own expressions. The results obtained were little original melodies and poems that expressed their love for flowers and birds in a surprising manner."

CLASS PIANO INSTRUCTION

Much discussed has been Chicago's success in class piano instruction. According to Mrs. Lillian A. Willoughby, supervisor, "the demand for class piano instruction has been so insistent that every school, except those in the very poor districts, now includes this subject. For two years the work has been carried on as an after-school activity, the individual pupil paying 25 cents the lesson. In addition, we opened experimental centres where group instruction was offered on the rotary plan during school hours. This has proved so satisfactory that additional centres will be opened the coming year. The enrollment of 12,000 pupils last year means that 12,000 children have had a chance to discover their interest and talent. Children have been reached who would never have taken a lesson from a private teacher, some being barred for financial reasons and others because they never dreamed that they possessed any talent. During the past year class piano instruction has shown the following increase:—

	1930	1929	Increase
Pupils enrolled,	12,000	7,000	5,000
Number of classes,	680	325	355

In addition over 3,000 pupils have gone to private teachers as a consequence."

A striking feature has been the interest developed (by Mrs. Mabel Swanstrom) in the young men of Tilden Technical High School, where there are piano classes throughout the day. (The generosity of the Chicago Piano and Organ Association, which organization loaned pianos, drayage paid, to the number of 185, *sine qua non*—upon order of the Director of Music, is herewith acknowledged.)

CLASS VIOLIN INSTRUCTION

In like manner with the class piano instruction have violin classes been formed in about 180 elementary schools. The plan is practically the same as with the class piano. Of course, the violin is a more elusive instrument for a child to tackle than the piano, but satisfactory progress is being made nevertheless.

CHORUSES IN THE HIGH SCHOOLS

H. Ray Staater, supervisor of vocal music in the Senior and Junior High Schools, reports a remarkable year. The All-Chicago High School

Festival Chorus excelled itself upon three notable occasions, both with and without orchestra. Such outstanding a cappella work as that attained to by Noble Cain with his Senn High School Chorus; that of LeRoy Wetzel and Miss Katherine Taheny at Lindblom; Erhardt Bergstrasser at Roosevelt, and so on through the majority of our high schools, all of whom we should particularize if space permitted, would indicate a renaissance in choral music, the like of which, to judge from the expressions of the daily and music press, has not hitherto appertained. In a range of compositions from Palestrina to contemporaneous composers, there was exhibited an ease in surmounting difficulties quite beyond the ken of the present writer.

And so with the choruses in the Junior High Schools. With the Apollo Club of Chicago, Edgar Nelson conducting, 300 children, with an antiphonal boys' chorus of 100, participated in a perfect performance of Hadley's "Mirtil in Arcadia." This year, at the Christmas concert of the Chicago Symphony Orchestra, Dr. Frederick Stock, conductor, 400 children from the Junior High Schools will sing the entire choral part of Pierne's "Children at Bethlehem."

The contest of high school glee clubs even surpassed in interest previous years, with 1,700 participants from fourteen high schools. The competition was keen and altogether praiseworthy.

ORCHESTRAS

Oscar W. Anderson, supervisor of orchestral music in the Senior and Junior High Schools, files a most gratifying report as to present conditions. As in the choral competitions, the high school orchestra contest is a virile affair, arranged according to class, from forty players to a complete symphony orchestra of 100 men (no omissions in instrumentation). Much enthusiasm prevails in these competitions. In the one of 1930 1,353 players participated from ten schools.

In speaking of the orchestras one must not forget the District Orchestra, organized by Hobart Sommers, principal of the Chase School, who is meeting with no little success with his elementary school players, the public performances of which players have been a source of surprise and gratification to all concerned.

BANDS

The military bands are not in charge of the Department of Music, but are under the direction of Major Frank L. Beals, commanding the R. O. T. C., but it may not out of place to speak of the advancement of these organizations, notably that of the Senn High School band, conducted by Captain Albert R. Gish, who this year, with his fine outfit, captured the All-America prize.

OPERA

Two performances of opera at a special price were vouchsafed the teachers and pupils of our system by the Chicago Opera Company the past season. Such was the demand for seats, we were over-sold, more than $5,000 being returned to principals. This year negotiations are in progress for every Friday night of the season. Should this arrangement be consummated, the respective operas will be subjects in the regular music appreciation course.

CHICAGO SYMPHONY ORCHESTRA

Coming autumn, the new order of Young People's concerts will be rendered available for elementary schools. There will be twelve concerts conducted by Dr. Stock in all; six for high schools, with the same number for elementary schools, employing identical programs.

Extensive plans are being made for the enhancement of the All-Chicago High School Chorus and the All-Chicago High School Orchestra.

Mr. Bogan once wittingly remarked: "There used to be two kinds of music—music and public school music." Now but one would seem to be the order. Speed the day. A distinguished friend from a foreign university said only yesterday: "You Americans are credits crazy." Are we? Teaching methods before music is something that this writer has never been able to understand, but the future would appear bright.

Thoughts

By EMILY TUPPER-BENDIT

Do you know that your thoughts rule your life,
Be they pure or impure in the strife?
As you think, so you are,
And you make or you mar
Your success in the world
By your thoughts.

Are your thoughts just and true every hour?
Then your life will attest with great power.
If it's love fills your heart,
Then all hate must depart,
You will find all success
In good thoughts.

Are you kind in your thoughts toward all?
Then but kindness to you must befall.
As you sow so you reap,
In a measure so deep,
Either pleasure or pain,
By your thoughts.

—Royal Arcanum Magazine.

Flexibility Is Wellesley's Keynote

By S. MONROE GRAVES, PH.D.

Wellesley, Mass.

Special classes for the abnormally gifted children are a feature of the Wellesley public schools' program. Incidentally a way has been found to avoid the losses due to "double promotion."

TWO outstanding features characterize the development of the Wellesley public school system.

A. Attention to the capacities and needs of individual children.

B. Flexibility in grading and promotion.

The second characteristic, of course, is fully wrapped up in the realization of the first one because as most educators already have discovered it is not possible to meet individual needs satisfactorily unless the daily programs and the annual schedules also are satisfactory. Each child's particular stage of development and progress has to be met by careful adjustment as the child increases in mental maturity and grows older in its corresponding physical concomitants. Life for the individual is very complex, and at the same time quite simple when adaptations are made with sufficient frequency. The daily programs and the yearly schedules in Wellesley have been adjusted to meet individual needs. This has been accomplished by several methods.

In the first place the situation has been well met by careful attention at the very beginning of school life. The announced age at which children are admitted to the Wellesley public kindergartens is four years and eight months as of September 1 of the school year. Nevertheless, as everyone believes, there are in every community children who at four years and seven months, six months or even younger are just as well or even better qualified to profit from kindergarten training as those children who chronologically are as old or older than the required four years and eight months.

In order, therefore, that no children who should enter school may be kept from doing so special tests are given to all children slightly under age, whose parents request such examination, believing that their children will benefit by beginning their school life a little early. If the results of these tests are satisfactory the children then are admitted to school. Likewise, whenever a similar problem arises in the first grade or in a subsequent grade tests are given to clarify as far as may be possible the understanding of the case.

In the second place an important adjustment is made in Wellesley by furnishing each teacher a course of study which accomplishes its results more as final achievements from total efforts than as an accumulation of achievement from a rigid daily adherence to a prepared program regardless of interest or of physical condition. The Wellesley course of study, like all courses of study, of course could easily become the bane of childhood if the supervision of its use were carried on without regard to flexible needs. More often was it true in former times than in 1930 that every teacher in any particular school system came to think that she had to be teaching just such and such subject matter on a particular day. In fact the writer not so long ago found that the elementary schools in an entire state were being supervised according to a close adherence to a daily program as required by a state school curriculum.

Fortunate, indeed, is it for boys and girls that such systems are acquiring more flexibility and are open to more real modern lines of progress. The supervising of the elementary schools and kindergarten in Wellesley is upon a thoroughly flexible basis. The elementary supervisor and the supervisors of special subjects have as their guiding aims the adaptation of the school work to individual needs and the making of "high spots" higher and more universal in distribution.

Thirdly, should be mentioned the special classes organized years ago in the Wellesley schools, and perhaps the most characteristic features of its general adaptation to individual needs and capacities. Usually whenever the phrase "special class" is mentioned people at once begin to think of special classes for retarded children. This phase of school work is exceedingly important, and merits most careful attention. It is not, however, the only type of special class that is needed where several thousand children are enrolled in a system of schools. In Wellesley in the same year (1915) that a special class was organized for retarded children special provision was made for gifted children.

The first class of gifted children receiving special attention in Wellesley was made up of a group of children recommended by their teachers for double promotion. Under the so-called system of double promotion a child would simply "*skip*" a grade, go on to the next highest grade and suffer in subsequent years from never having studied fractions, Africa, or some phase of his-

tory. In meeting this situation one entire grade—the fourth—throughout the town was examined and the children concerned were allowed to do in two years what usually required three years. They "skipped" no work whatsover, simply accomplishing the tasks more rapidly and incidentally more intensely, as quite well established by their subsequent school records.

Then there are members of another group who because they were rather young anyway for their grade, and thus should not be accelerated chronologically, for whom some provision was needed. Again, taking all fourth grades in the school system every child was given intelligence tests to determine its fitness for admission to a class having an enriched program but with no acceleration. The results from these classes in which the increase of program has been lateral rather than vertical have been very successful. The children in the "enriched" fifth and sixth grades have taken up the study of French by the direct method and have done considerable in study in elementary astronomy. They also have had special work in "creative" English, general science, and art work.

Children finishing the elementary school program, with which they have been happy and progressive, then come in Wellesley to a Junior High School in which the adjustment to the individual needs of growing body and mind are still carried on in a careful and thoroughly educational manner.

The Baby's Education

By HELEN T. WOOLLEY

Teachers College, Columbia University

[Read at White House Conference on Child Health and Protection]

IT MAY seem absurd to talk about a baby's education, but modern research in child development is teaching us that human beings learn more in the first few years of life than they do in any other equal period. Intelligent interest in the proper training of infants, therefore, is growing, and the fact that the White House Conference on Child Health and Protection will include a consideration of the normal pre-school child and his educational problems, when it meets next November in Washington, is merely a sign of the times.

Kindergartens are no longer a novelty and we are gradually becoming used to the idea of nursery schools in many of our large cities, but when all is said and done a baby's first teachers are usually his mother and father, and upon their wisdom and patience as teachers depends much of the baby's future happiness and success in life.

Some of the things a baby "learns" to do, of course, are simply part of his growing up, and parents and teachers have very little to do with the process, aside from providing a favorable environment and good food, enough sleep, proper clothes, exercise and fresh air. But many of the baby's accomplishments depend entirely upon his home training. This difference between the parent's functions as a "good provider" and as an educator is clearly illustrated by the difference between the two great accomplishments of the baby's first two years—walking and talking.

A baby really does not need to be taught to walk. First he crawls on all fours, and then because he is a human being, and not a puppy or a kitten, instead of developing greater speed on all fours and letting it go at that, he gradually learns to walk erect, "like a little man." Proper food will, of course, have made his legs strong and dependable, and proper clothes will leave his body unhampered, and mother and father can help by holding his hand or collar to guide his first uncertain steps, but after all, the final triumph belongs to mother nature.

Talking, however, is a different matter, for when the baby's vocal organs mature and he begins to make articulate sounds, his family become his teachers whether consciously or otherwise. He learns whatever language he hears with the very intonations and pet phrases of his elders—the Chinese baby, for instance, does not inherit any vocal control which makes it easier for him to learn Chinese than any other language.

Most babies adopt sounds with meanings before they actually learn to talk. They make one sound, which means "Feed me, I am hungry," another which means "Play with me, I want to be amused," and another which means "I am sleepy, put me to bed," long before they have the words to express these ideas, but many babies begin to say a few words by the end of their first year, and a baby who is not talking, to a limited extent at least, by the time he is eighteen months old should be regarded with concern by his parents.

The names of people and familiar objects are the words which most babies learn first—mother, father, ball, milk, etc. Then come the action words—run, walk, get up, get down, and the like.

At this stage mothers and fathers must be patient teachers in helping the baby to increase his vocabulary. For instance, the first animal he learns to recognize and call by name may be his kitten, and all other four-footed, furry creatures immediately become to him "kittens," a squirrel is a "little kitty," a dog—perhaps even a horse, is a "big kitty," and the mother must for the moment turn naturalist, to point out the differences between these fascinating creatures. She must also be willing to listen to endless prattle about them.

No baby learns to talk without a great deal of practice. Therefore grown-up members of the family must be willing to endure and even to encourage baby speech, instead of becoming bored and falling back on the old adage that "children should be seen and not heard." Of course the mother must teach her baby "manners"—not to interrupt conversations and to give other people a chance to speak. But grown-ups sometimes forget that this rule should work both ways, and having taught the baby not to interrupt the conversation of his elders, they ruthlessly break into *his* conversation. Parents must teach correct pronunciation and correct forms of language, helping the baby to grow up and away from "baby talk," instead of encouraging peculiar pronunciations, just because they are so cunning, and they must also learn to conceal their amusement, for babies are very sensitive to ridicule, and quick to be inhibited by it.

If the baby's first experience with grown-ups has led him to see them as great creatures, given to sudden whims and unaccountable bursts of laughter, he is likely to become shy and keep his youthful problems to himself. But if the baby grows to school age, knowing mother, father and adult members of his family only as teachers who are always helpful and kindly, a firm foundation has been laid upon which school and home can build his education.

Recognizing Creative Ability

By FLORENCE HALE

State Supervisor Rural Schools, Augusta, Maine

CREATIVE impulse was never so overpowering a factor in school procedure as it is today The requirements of this surprising new world in which we find ourselves means indeed that a new heaven and a new earth have opened up before us in almost startling intensity. The generation of young people whom we are educating for their work in this new world are imbued with this spirit of creative desire to an almost painful extent. To fail to recognize its potential qualities in the boy or girl may result in tragedy in the case of the exceptionally brilliant mind and in dogged, sullen idleness in the case of the less gifted pupil.

Epecially must teachers who have been in the profession several years be very sure that they do not look only for their own time-honored ideas of what is ability. This new world of science, of moving pictures, of radio has created a need for new abilities, new creative objectives, that cannot be evaluated by old-time standards. Colonel Lindbergh, the indifferent college student, now becomes a wizard of the air; Rudy Vallee, the excellent college student, amassing fame and fortune as a radio hero; Marion Talley, creating a vivid ambition for fame in music in the young school girl's mind and, perhaps with the same creative impulse, leaving it to come closer to growing things in her western farm, are typical of what we may expect of the younger generation.

We may or may not approve of these new fields, this new sort of fame for our young people, but that will make no difference, for this new generation will not be held back by our leading strings. We can, however, direct such impulses, recognizing them and guiding them with the light of our experience until they shall become a real science like the achievement of Lindbergh or an artistic success like Vallee rather than a foolhardy or melodramatic exhibition of reckless youth.

The best public schools have already taken account of this creative impulse in their courses of study, featuring creative seat work, creative work in literature as illustrated in Hugh Mearns' "Creative Youth," and creative instead of imitative art. This is a right procedure in harmony with the demands of the times. Today teachers must be especially alert to detect unusual ability and a child's individual bent towards certain achievements. It is our task to capture these impulses at the right moment and lead them wisely to fruition.

Perhaps all this means a richer, bigger heart in our teaching as well as keener eyes intellectually speaking.

Please Page an Angel

By KATE TERRY

I WISH I could see inside my soul. I should like to look right down in and find out what is going on there, and why.

But, just a moment! Why should I say, "look *down* into my soul," rather than "look *up*" into it? We do our looking, they tell us, with our brains. Well, what reason have we for thinking our souls are *lower* than our brains? Probably we don't think about it at all, but speak as others do. Does the prevalence of the expression, think you, argue the correctness of the doctrine of original sin, or is it merely a vestigial trace bequeathed us by our Calvinistic Forbears? However that may be, I'd like a look in. Possibly you will understand better if I give you some data. Very well, then!

"Know all men by these presents," that when I am not teaching, I am expected to be acting as mother, grandmother, and maiden aunt to the girls of our High School. One day, in the course of my *deaning,* I received a call from Helen Pomajzl. By the way, the *o* is broad, the *j* is a long *e,* and there *is* no accented syllable. I bestow this information because the uninstructed American is prone to call it something like "Pummy-jizzel," which is worse than is needful.

She is a girl whose grandparents left their native home in Bohemia and came to this community fifty years ago, when they were children, and the family are among the old settlers in our mid-western state. She uses her *foreign* language at home and in most of her social contacts. Her *native* tongue she learned in rural school, partly from her teachers, partly from young Americans not particularly squeamish about its purity, and partly from other pupils of her own type. As long as she is speaking in the classroom her English is quite good. Outside of that, she soon becomes aware of her limitations. As a result, she is sometimes quaint, and always deliberate, as though the wheels of speech moved stiffly.

Eventually I asked about her plans for life after leaving school. She smiled shyly, squirmed, wrung her hands, and got no further. A rewording of the question brought more smiles, more squirms, and, at last, a deprecating "I think—I—want—to—teach."

I had not thought of her as a teacher, and was a bit surprised, although some most impossible pupils elect our Normal Training Course. Sometimes this is because their homefolk think that, if a girl teaches, she is simply coining money. Sometimes it is due, I suspect, to a feeling on the girls' part that they will thereby attain an improved social position.

"What makes you think you want to teach?"

More agitation, and "I don't know the words to say it."

"Well—what is there about teaching that makes you think you would like it?"

Now Helen and I have been pretty good friends even since she first came to us with her sweet dark face, and her lost-cat-in-a-strange-garret expression. So she squirmed once more, smiled apologetically, and then——

"There would be just *you*. There would not be any one else—I can't find the words. I don't suppose you'll know what I mean."

"I believe I do, Helen. You mean *you* would have all the power and all the responsibility, and there would be no one to direct you, or to share it. Is that it?"

And the radiance of her smile was my assurance.

I chuckled many times afterwards at the thought of quiet, mouse-y little Helen wanting to be an autocrat and rule in solitary grandeur.

Then a thought came to me.

When I was a child I was told that unexpected thoughts came either from my good angel or from Satan. The picture I got was of some unseen entity whispering into my ear. No matter how quickly I might turn my head never could I catch sight of the whisperer. I had to determine which he was by the nature of his communication.

Today they tell us that our subconscious mind has been slaving away in the dark down in our mental cellars and suddenly the result of all this toil is thrust up into the light through some mental trap-door as it were.

But whether it was my good angel, or Satan, or my subconscious mind, I have *not* enjoyed the communication. For which excellent reason, I wish now to share it with you.

I heartily enjoy teaching, I am happier at it than at anything else. I would rather teach than eat, except about 11.45. But today I am being asked, as I asked Helen, "Why do I like it? What is there about teaching that makes it enjoyable to me?"

This term, for instance, I have been stressing ideas in my teaching of ninth grade English; their arrangement into outlines, their adequate expression and appreciation of the skill of others in showing their ideas to us. And I have counted these activities unto myself for righteousness. Yet the whisperer says: "Why all this zeal? Is it wholly genuine or is it that I am a bit lame on the technical side, and, unconsciously, dread getting into water too deep for my dignity?"

We shake our heads when a boy persistently

courts the society of those much younger. We say that he is seeking among them the feeling of equality which cannot come to him in his own group; that he is driven by a dim perception of his own inferiority. Does all that theory at all explain my enjoyment in being with these ninth grade boys and girls? (I'd *like* to think that whisperer was only Satan!)

Some women of my years have their faces lifted, dye their hair, dress in ultra-modish fashion, and are the jazziest of jazzers. Is that their way, and is this merely my way of clinging to receding youth—this joyous mingling with high school pupils and teachers?

Do I really revel in teaching as much as I assure myself I do, or am I, unwittingly, casting about myself an aura of enjoyment and success, that may enable me longer to retain my position?

And another thought—no more comforting than the rest, either!

I have felt that what I did for my own sons and daughters might be termed a form of selfishness, since by it I might some day profit, but that what I did for these boys and girls had in it a measure of altruism, since they would inevitably forget the teacher, no matter how much they might profit by the teaching. But now I am fearing lest a desire to pose to myself as a *grande dame* has been masquerading within me; giving magnificently with no expectation of recompense, you know. Of course, this neglects to consider my salary—an almost negligible item!

I have delighted in gathering "things new and old," out of my somewhat extended past, from my reading, from everywhere, and in spreading this wealth before their eyes, claiming that I was "stimulating interest," "motivating effort," and so on. Now I am blushing, lest, if I *could* peep into my soul, I should see my inner self, thumbs in the armholes of my vest, chest expanded, quoting Little Jack Horner!

And, to come back to Helen again, do I fancy myself queening it in my little domain, or do I just plain *love to "boss,"* and can do it here, although I could not "get away with it" elsewhere?

These questions are so uncomfortable, so disquieting, and are so difficult to answer, that I am almost ready to *assert* that the whisperer is none other than that old busy-body, Satan.

But—it may be that I should be down on my knees in my soul, setting traps, lighting sulphur candles, wielding the scrubbing brush, and otherwise cleaning house.

And yet—and yet—

Oh, I *do* wish some one *could* help me!

But you cannot. Neither can any other flesh-bound mortal. And so I raise my cry, "Please page an angel!"

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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

374. Where does the attitude of the teacher figure in social discontent? (Missouri)

As I read this question I wonder just what you mean by "social discontent"? That phrase seems to mean many things these days, and every speaker who tosses it back and forth from the platform seems to think it made of different materials. Youth seems to think we are getting on pretty well and age holds up its hands in horror. "Going to the dogs" a few still say. A third group of more careful thinkers voice "wonders and doubts." Where does the teacher come in?

Most teachers take places in the third group. They see dangers unsuspected by youth, and wonderful progress denied by age, mental old age, not chronological. In a period of rapid material advancement, material advancement far outstripping mental science, unrest, social maladjustment, and mistakes should be expected. The marvel to me is we are making such rapid social advancement. We have only to realize what the word service has come to mean in the public mind to get a bird's-eye view of it. In the intense seeking for pleasure of today the teacher needs to take an open, inquiring attitude. Pleasure seeking is all right. The question is what constitutes lasting, worthwhile pleasure, and whose pleasure it is. Guidance in estimating worth and checking on the price before buying is her role. Her attitude counts for much here. Selfish pleasure is only temporary and never fully satisfying. This attitude grows out of the school atmosphere as much as anything else, an atmosphere which the teacher controls.

The attitudes aimed at and cultivated by the modern school should help much to clarify and still social discontent.

Amid an aimless hurry, a flitting from place to place, "going places, seeing people and doing things," are we keeping our ideals, our standards, and keeping up to the times at the same time? If not, our influence cannot be very great. Ours should be a sympathetic and stimulating attitude. The school man or woman has to maintain certain standards and be a good mixer up to the extent those standards will let him, which is not one hundred per cent. He must be a stabilizing influence and yet understand, sympathize, and guide those rushing from one thrill to another, seeking more from life and failing to see all they tread on or rush by. "Some job!" Yes, and I wonder how many of us are making it.

375. How can I get away from this policy of hiring "home talent"? (Connecticut.)

The rule of hiring only teachers of experience is passed by many school boards in the hopes of getting rid of the worst of their "home talent." A kind of "trying it out on the dog" policy. They figure that if a young teacher is a flat failure she will show it the first year she teaches in a smaller place, and then they won't have to take her in. But even this slight relief is not what it seems. If she fails in one place, and she has to be mighty, mighty poor to fail in some places, she may have luck enough to squeeze into another or hang around and get just enough substituting to get by the experience mark, and with local pressure in she comes. Then, with no supervision in some of the smaller rural systems, what she learned in normal soon melts away, and she comes in at the end of a year or two much worse than as a green graduate; so when you balance all the pros and cons on the rule of hiring only teachers of experience the superintendent is usually worse off with such a rule than without it. But what can he do, you still ask. Educating his teaching corps, his school board, and the people, is the answer to it. The teaching corps are educated up to it in most places. They don't want poor teachers brought in, for such material weakens the whole corps, gives the profession poor standing in the community and makes things generally difficult for all.

The school board is the most difficult job for the superintendent. All his training, his experience, his tact and his personality are often needed to sell the idea that the taxpayers have a right to the best he can find for their money. Then, of course, he has the double job of showing that what he can buy in teaching outside the town is better than home talent. Of course, it is always an individual case. If he can sell this idea to his board they will be his best press agents with the people. The task of convincing his public will be half done.

The call for "home talent" is merely a part of the peanut politics upon which a young or unwise superintendent has often been hanged. It is never sound, and subscribing to it in however honest a desire to please finally and inevitably gets him. It is a poor business policy, and should be attacked impersonally from that viewpoint.

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"Frivolity in young people is not a sign of innate badness."

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"It takes a noble soul not to show a feeling of envy, but a positive and real delight in the success of others."

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"The modern idea of home has been well expressed as the place one goes to from the garage."

HUGH MEARNS, professor of education, New York University:—

"During the past twenty-five years a revolt against this senseless cramming process has been going on among sensitive, intelligent parents."

EDGAR F. GOODSPEED, professor of theology at Chicago University:—

"To me the most interesting thing about the world is the people who live in it."

WILLIAM LYON PHELPS, Yale University:—

"If a teacher hates a pupil, he will destroy at birth every impulse to improvement in the pupil's mind, as an icy wind will destroy a tender plant."

ADOLPH LEWISOHN:—

"Don't think about how old you are—think about being active and doing good."

HARRINGTON SMYTH:—

"A custom among us out in the African bush is Forgiveness Week, when every one pledges to forgive his neighbor any wrong, real or fancied."

The Child's Inferiority Complex

By ARTHUR DEAN

The inferiority complex isn't reserved for grown-ups. A youngster can acquire this unfortunate feeling more easily than oldsters do.

A small boy in an adult world finds so many things that he can't do because he isn't large enough or strong enough. Moreover, he observes that adults control most of his actions. Naturally he has to look up to them as something vastly superior to himself.

"Nobody," he says to himself, "makes grown-ups go to bed at eight o'clock or stop eating candy." In his eyes grown-ups can do everything; so, of course, he feels inadequate. And a feeling of inadequacy is the starting point of the inferiority complex.

Think of the mischief we may start when we say, "Why don't you be like Jimmie and stand at the head of your class?" Or, "Why don't you keep your clothes clean like Johnny does?" Of course we make these comparisons with the best of intentions and merely as an incentive to spur the boy on.

But does it work that way? It certainly does not. He is more likely to take a dislike to those very things we are trying to promote. He gets the idea that he isn't as smart as Jimmie and Johnny and that increases his feeling of inferiority. Then on top of that, we do things quite unconsciously and unintentionally which add to it greatly. For instance, we see him make mistakes and in our natural desire to make him perfect we continually correct him. "Don't this," "Don't that," "Mustn't this" and "Careful that" constantly remind him that he doesn't measure up to the standards we set and it affects him. He feels that he doesn't do things right and therefore can't be as capable as other boys.

Or without thinking, we may try a little gentle teasing. We may call him "Clumsy," "Awkward," or "Butter fingers" in an attempt to cure him of some annoying habit. But instead of taking it only in fun, he takes it quite to heart and feels sure that there is something wrong with him. Likewise, if other brothers and sisters nickname him "Stupid" or "Dumbbell," even though they mean nothing by it, it impresses him that he is dull, unintelligent and not as bright as others. Again the inferiority complex.

These may seem rather small items to us oldsters, but we do not always realize what a tremendous influence they have on the sensitive mind of a child. They may be just the things which start him going in the wrong direction. It's something like a boulder on top of a ridge; it doesn't take much of a push to start it in either direction, but once it is started it takes a great deal to stop it, bring it back and start it down the other side.

Copyright

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Immaterial Wealth

Where is the real wealth? If you asked King Tut, and he could answer, he would not point to his decayed chariots or tarnished bands of gold or faded jewels or jars of dried-up wheat or urns of long since evaporated oils. These things, once so precious in his eyes, have lost all their lustre and meaning under the sifting of the passing years. I think King Tut would look far off and separate his thinking from the ruined objects about his feet. and say something like this:—

"The real wealth is in the spirit, and its possessions, which do not suffer at the hands of time, which know no decay and are eternally useful, not only to ourself, but to the world of spirits, which the eyes of men cannot see. In the following beautiful lines the poet gives us the source of this immaterial wealth; so easy to obtain and yet so far beyond the reach of most of us, because we will not forget self in the service of the brother.

IMMATERIAL WEALTH.
By Alfred Osmond.

* * * *

The service that will cheer the human heart,
And lift the vision to the starry skies,
Redeems itself, and makes itself a part
Of that unfolding life that never dies.

* * * *

The sordidness that worships gods of gold,
The faithlessness that makes the millions mourn,
Have values in the world where goods are sold,
That fever life with bitterness and scorn.

But service is a cymbal of delight,
A lyre of love, a harp of happiness,
An angel of relief who puts to flight
The evils of disaster and distress.

Opening the Doors

In a recent statement our president, Herbert Hoover, said: "The test of government is what it does to open the door of opportunity to every boy and girl within it."

It would be well for parents and citizens generally to study the meaning of these words. Many people think that the test of government is the way the law safeguards their own precious interests; if they are wealthy people they judge by the way their wealth is preserved for them and their descendants; if they are poor, by the way the law restrains others from taking away from them what little they have; if they are weak, they judge by the way the law protects them, and if they are strong, by the opportunities they find under its protection. In other words people judge nearly everything that they touch, or that touches them, by the way it affects their welfare. In most cases there can be no quarrel with this attitude of mind, but there are always certain conditions in society that demand sacrifice of one's own interests to the welfare of the interests of others.

For instance, all home life is built up on sacrifice. Father and mother sacrifice leisure and money and peace of mind and pleasure for children, and children should sacrifice pleasure for the welfare of the family. The same should be true of the larger family, the State. The parents should sacrifice leisure and money and especially pleasure for the sake of the children of the community. That this is not done is a very sad fact in our daily lives; selfishness on the part of some grown-ups accounts for the dirty books sold in our news stores; the dirty pictures that advertise cigarettes; the dirty scenes in our movies, and the dirty songs one hears over the radio. Dirt, especially mental dirt, is a thing for closed doors, and wherever we find mental dirt we find people trying to close the doors of opportunity for young people. There is no real growth in evil; all that comes from it is a sickly, decayed fungus, that may wear a scarlet or gold-plated cap, but is full of weakness and rank smell within.

How quickly our liquor troubles would fade if the grown-ups thought more about the children than about their own fancied rights and their own very real appetites!

My Friend the Architect

I have a friend who is an architect. He is a very good architect, too. His special business in life is the drawing of plans for home makers. His mind is just full of all sorts of beautiful and wonderful schemes for making such homes attractive places in which to live. For ten thousand dollars he will build you a cozy little cottage, with vines over the doors, and little nooks that invite the soul to rest and peace, and for fifty thousand he will build you a palace where everything that modern science affords comes to your aid at the pressing of a button.

With uncanny skill this man makes a piece of white drawing paper change with a few strokes of his pencil into a fairyland where you would love to go and live, and yet, he, who does all this sort of thing for others, lives, himself, in a dingy little studio, with dingy books and dusty bookshelves about him, with a broken down chair to sit in and a crazy table on which to draw. He has nothing in his own life that he is so careful to put into the lives of others; no roses blossom for him, and no vines cling to the lattice about his doors; no birds sing in his trees; no blossoms come at the call he set for them in the rich, dark earth of fall. I know you will think all this quite remarkable. I think it is remarkable myself, and find it hard to explain. In fact I would not be able to explain it at all were it not for a few words which this friend of mine said to me not so very long ago.

"You know," he said, "some people just have to have lovely things about them. They want to see lovely things and smell them and feel them. They're the kind of people I like to work for, because I feel I can help them along. There are others, like myself for instance, who gain satisfaction out of the possession of all that is beautiful right inside our own heads. Don't think I have no roses simply because you don't find any in my studio. I have plenty, all kinds, forever fresh, and just where I want them. Today they are weaving their beauty around the cottage I am dreaming out for a young clerk, and tomorrow they will be a gorgeous cluster in the garden of a rich man." Those words explained a lot to me. My friend has reached that beautiful place where the lovely things of life go with him regardless of season or locality and yet, somehow, I think my friend is missing a great deal. Even a rosy-checked geranium blooming in his sunny studio window would be a pleasant companion for his thoughts. One needs beauty that one can touch and smell and see, even though one has access to the wonders in the gardens of the spirit.

Fog Banks

Lying off the coast of Boston, not long ago was a bank of fog so thick that the great vessels seeking the harbor had to cast anchor in order to be safe. Science has figured out this curious fact regarding it: The entire bank, covering dozens of square miles,

contained no more water than could be held in an eight-quart pail. This finding of our brother scientists gives us something to think about. If a pail of water when spread out into a fog blanket can bring the commerce of a great city to a standstill, cover the shore as though with darkness, and blot out the city from the eyes of men, what cannot the little but disastrous lie do the world of peace when spread out through the mouths of men and women. The answer is just the same in both cases. Like a mist, the lie can obscure the shining sun of truth, blanket the lives of men with darkness, and bring about conditions that lead to all sorts of misery and suffering. As I write I am concerned with one little lie of this character. It affects the good name of the youth of this country. It is a lie that is being bandied everywhere today, from mouth to mouth, wherever people discuss the subject of Prohibition. They say, runs this lie, that the youth of the country is being destroyed by drink, that everywhere the young people are drinking, etc., etc.

This pernicious lie has been told so many times that people are actually coming to believe it, in spite of the fact that nowhere does anyone find any evidence to support it. This lie is one of the strongest arguments in the mouths of those who wish to bring back the old saloon; it is being preached to gullible mothers, and talked over with fathers, and printed in daily papers, and learnedly discussed by so-called scientists.

Of all the rot that has ever been spoken it is the worst, and I am hoping that some organization of young people will come forward and throw this lie into the teeth of those scoundrels who are circulating it. It is one thing to defame the good name of people who can take care of themselves, but it is another, and far more serious matter, to defame the good name of those who look to their elders for support and the telling of the truth.

Pohick Church

In Northern Virginia, not far from Mount Vernon, is the old Pohick Church. George Washington picked out the site for it, and attended its services regularly all through the later years of his life. There is nothing very beautiful about the building. In fact, it is a rather shabby place, made more so by the pocket knives of tourist vandals, who have either carved their initials into the walls and on the door sills, or actually pried off pieces of the masonry to cart off as relics.

The inside of the church is very plain. The whole floor is covered with little pews, in which the various families sat, like animals in stalls.

Many years ago the church was abandoned and became somebody's stable. Even the stone baptismal font was converted into a horse trough. Today it stands battered and worn in its old place, the memory of one great American giving it a value that grows greater as the years pass. I visited this old church recently and spent a half hour studying it. You will be surprised when I tell you the one thing of real beauty that my visit yielded. As I came out of the church I walked around into the back yard. The grass was just turning green, but here and there, all over the lawn, little clumps of bluets lifted sunny faces to the sky.

"Little congregations," I thought. "Little families of flowers all on their way to church. Here a dozen, here a hundred, every shining face fixed on the doorway of the old church. If I were to ring the old bell, I believe they would start to run, lest they be late."

"Of course," you will say, "this is mere fancy." It is. I admit it, and yet—all things that live, whether flower or bird or beast or man, whether they will it or not, are all on a vast pilgrimage to church,—are all on their way to some spot or place where the Father who has created them waits for their return.

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The BOOK TABLE

PROBLEMS IN GENERAL SCIENCE. By George W. Hunter, Ph. D., and Walter G. Whitman, A. M. Cloth. 688 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Science in education has made as rapid strides as it has in the industries where the laboratories have superseded experience.

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READINGS IN VOCATIONAL LIFE. By Howard C. Hill, University of Chicago. Cloth. 640 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The best test of good teaching is a student's reading about the subject in a leisurely way without being told what to read.

Vocational life is to be the universal experience of youths today, and there is no better stabilizer of purpose than for students above the seventh grade to browse in these 173 attractive selections on: Earning a Living, Saving and Thriving, Working Together, Choosing One's Work, Working for the State, Serving the Public, Home Making, Succeeding in One's Work.

There are literally thousands of thrilling sentences which are wholesome and attractive.

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A HISTORY OF ENGLISH LITERATURE. By William Allan Neilson, president of Smith College, formerly Professor of English in Harvard University, and Ashley Horace Thorndike, Columbia University. Revised edition. Cloth. 486 pages. New York: The Macmillan Company.

Any one who has known life and thought of President Neilson at Harvard and Smith College for a quarter of a century knows instinctively that anything in English to which he puts his name would be a classic, and "A History of English Literature," first published in 1920 and brought up to date in 1930, has no rival in genuine appreciation of writers of English in twelve centuries.

That the Revision is up to the minute needs no other testing than the full-page picture of John Masefield, and a full-page quotation from "Everlasting Mercy," and this was in type long before the world-at-large knew what a wonderful poet he is.

If by any chance the Neilson-Thorndike "History of English Literature" cannot be the basal text it should certainly be a supplementary text for every student of English literature.

SUPERVISION OF INSTRUCTION IN HIGH SCHOOLS. A Study of Techniques and Organization. By J. M. Hughes and E. O. Emery, both Professors of Education, Northwestern University. Cloth. 192 pages. Bloomington, Illinois: Public School Publishing Company.

This is an interesting and important study made by the Department of Education of Northwestern University, assisted by 116 teachers and twenty high schools.

The basis of these suggestions is seventy-one tables and six diagrams, all of which were prepared with great care and are representative. This has never been possible before.

The first hundred pages are a study of Current Practices in High School Supervision. Then sixty pages are devoted to Trends and Suggested Techniques.

There is no disposition to be dogmatic. There are few heroic conclusions. From first to last the spirit of this great study is a purpose to find what is not done that should be done in the best way.

There has been the utmost freedom of teachers to express their preference as to the kind of supervision desired, by whom it should be made, and the weight given to the conclusions reached.

CULTURAL AND SCIENTIFIC SPEECH EDUCATION TODAY. Edited by W. Arthur Cable, University of Arizona. Cloth. 206 pages. Boston: Expression Company.

Speech training has come into its own magically in the decade just closing. Oratorical contests in which thousands of high school students each year seek to win the opportunity to represent their school, their city, their state in the national contest which will make them famous for life.

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SONGS OF THE OLD TOWN. By Walter J. Phelan, master, Warren-Bunker Hill School District, Boston.

This is a Tercentenary book of verse. It is beautifully printed, beautifully illustrated and beautifully bound.

Mayor James M. Curley's introduction to the "Songs of the Old Town" closes with these words: "Come, my children, to the Mother City of Liberty. Visit the spot where the blood of the white man and the black man mingled in the baptism of freedom."

"Songs of the Old Town" is the first souvenir of the Tercentenary that we have seen. Most of Mr. Phelan's songs that are included here have been printed in the leading Boston papers.

It speaks eloquently for the Boston schools that one of the masters can produce such a Tercentenary volume as this.

TACT AND THE TEACHER. By Charles Ray Van Nice. Cloth. 106 pages. Lawrence, Kansas: Plainview Publications.

There is nothing new in the suggestion that tact in teaching is a great asset, but no one has magnified it as tactfully as has Charles Ray Van Nice. It is a wholesome book for every teacher to read frequently, and for many student teachers to study and recite thereon.

EDUCATION IN ACTION

College Men Rarely Land in Prison

Penitentiary Warden Asserts College-Educated Men Make Up Only Small Percentage of Inmates

College educated men, contrary to the oft-repeated loose statement commonly heard, rarely find their way to state prisons as convicts, according to Warden Oscar Lee, of the Wisconsin penitentiary.

"It is well known to every warden," he said in the course of a recent radio talk over WHA, the University of Wisconsin station, "that the man in prison who has a good education is a rare exception. In our Wisconsin prison, out of a total of 634 admissions during the fiscal year ending June 30, 1930, only five had a university education, and 154 had never gone beyond the fifth grade. Twenty-three could neither read nor write, and thirty-one others could read and write only in a foreign language. One of our first duties is to give these men at least a common school education."

The Waupun warden believes that the surest system of rehabilitating prisoners, to make them useful members of society, is through a well-ordered combination of practical training in productive labor and a systematic educational program.

He stated that the old idea of reformation of prisoners was that of punishment. Today, he said, it includes the threefold object of protection to society, reformation and rehabilitation of the offender, and deterrence of others likely to commit similar crimes.

In championing education for inmates, Warden Lee disclaimed any desire to turn our prisons into colleges or universities. It is his firm belief, however, that every illiterate prisoner should be provided with the rudiments of an education. For such inmates class instruction is regularly provided.

The warden declared that men who are capable of doing advanced work make better progress with individual attention. This program has long been in effect in co-operation with the University of Wisconsin Extension division, which provides correspondence courses.

"We now have 362 prisoners taking correspondence courses," said Mr. Lee. "These courses vary from the simplest courses in reading and writing, to the most difficult courses in mathematics and science. Students are drawn not only from the short-timers who expect soon to be released, but from the lifers, who have little hope of ever being returned to society. I have in mind now such a lifer who, when he entered prison, could neither read nor write, and could speak English only with difficulty. He has completed creditably nine different courses with the university, and is now working on his tenth. This man, if he is ever returned to civil life, can meet his fellowmen and feel that educationally, at least, he is on a par with most of them. Such cases as this are not unusual, and the work done by this man has been duplicated many times by others, within the walls of iron and stone."

Law School Founder Honored in Connecticut

A public memorial to Judge Tapping Reeve, founder of America's first law school, is soon to be established in Litchfield, Conn., if present plans of an organization formed for that purpose meet with success. This organization has taken over the Tapping Reeve house on South Street, Litchfield, and is now trying to raise funds to endow it. It is proposed to preserve the historic building, which has been changed only slightly since Judge Reeve lived and taught there, and to keep it in material relating to his school. Judge Reeve conducted the law school, not in his own home, but in a small building which he had placed in his front yard, to the left of the entrance gate and the house itself. He used this building as his law office because, even before he formally established the school, so many students came to "read law" with him that it was more convenient to have a separate building. In 1784, when the law school was founded without formal organization or incorporation, it was this building that housed the first classes. The founding of the law school gained for Litchfield a reputation as an educational centre. Students came there from all parts of the Union for instruction.

System of Loans To Needy Students

Ways of helping students who must partly or entirely support themselves have long formed a problem for the larger colleges and universities. The need of financial aid for worthy students is particularly stressed at State universities throughout the Middle West, where it is estimated that approximately one-third of the students defray their expenses, at least in part, by working during the college year. A plan has been put into practice at most of these institutions, however, whereby it is no longer necessary for students to be dropped or dismissed because of insufficient means to continue their studies. Besides giving aid to searchers for remunerative employment, many of the universities now have in operation a student loan fund, the workings of which are generally regarded as highly successful. That at the University of Missouri, while larger than most of the others, is fairly typical of the systems devised for student aid. Last year at Missouri there were more calls for loans than the bureau could meet, $70,000 being lent and more than one-tenth of all students making use of the timely assistance. The amounts granted to individuals vary with the student's needs and year, senior and graduate students being permitted to borrow as much as $300 or $400, ordinarily not more than $50 being lent at one time. Other factors taken into account in determining the amount are scholarship, thrift and general conduct.

Says Women Students Balk Art Production

The presence of young women scholars for the last three years at the Villa Medici in Rome has proved a disturbing influence to members of the French Academy of Beaux Arts there, according to the director of the Villa Medici. Until three years ago only unmarried young men were admitted to the villa, and no women were allowed to compete for scholarships, but the regulations were changed and the scholarships opened to women, many of whom were successful in obtaining them, and the men students were permitted to marry. According to a report made to the academy, the results have not been happy. "The young students who went there formerly were like monks absorbed in their studies," said Charles Widor, secretary of the Academy of Beaux Arts. "The mere presence of young girls living in the same institution and working beside them has proved distracting to these men scholars. It has taken their thoughts off their work. The feminine influence, which it had been hoped would be an inspiration, has turned the

institution away from the ideals of its foundation, which was to provide talented young art students with an opportunity for intensive study free from distractions and cares."

Negro Students In South Improve

A revolution in the status of the colored student in the South is indicated by the annual report of the Hampton Normal and Agricultural Institute of Hampton, Va. Whereas before the the World War the majority of the students were seriously retarded academically through lack of elementary school advantages, today they are up to the normal grade. Fifteen years ago most of the Hampton pupils were in classes of grammar school grade, while none went beyond the third year of high school. Today, with practically no change in the ages of the students, sixty-four per cent. are of college grade, and none is doing work below that of the high school. Economically, too, their condition is better. Whereas before the war seventy-seven per cent. of all new students spent their first year working at some kind of unskilled labor during the day and attending classes only in the evening, this year's entering class showed only twenty-eight per cent. taking a full-time working year.

Urges That Collegians Leave Conceit Home

Dr. John M. Thomas, president of Rutgers University, offering counsel to the 200,000 young men and women who will enter American colleges in September, told them in a nation-wide radio hookup that they would do well to "leave their conceit at home." "Conceit in any society or group is not the way to popularity, least of all on a college campus," he said. "It is better to keep still about one's merits and achievements and better still entirely to forget them. In college every one starts from scratch, and it is wise not to scramble to the first row when the freshman picture is taken. Merit, ability and powers of leadership find their just recognition as surely and as promptly on an American college campus as in any place in the world. Tailors and haberdashers can help very little in that process, and a tongue too well lubricated is a great handicap."

Peru Trains Teachers For Indian Schools

Indian education in Peru has gained impetus through the creation of three normal schools for the training of teachers who on receiving their diplomas will be pledged to work for six years. The schools will be located in the north, south, and centre of the country in the interior, where the majority of Peru's 4,000,000 Indians reside. The course is to be of three years' duration. Along with the schools a department of practical agriculture will be maintained for the teaching of farming methods. Kindergartens and a school for adults will likewise be organized in connection.

Automatic Organs Enter School Field

Automatic reproducing pipe organs are to be installed in six New York City high schools and in the New York Training School for Teachers, according to a recent announcement. The first of these organs will be installed in the Theodore Roosevelt High School in the Bronx early in September. Installation in the Teachers' Training School will be next in order, and others will follow at short intervals. The seven organs will be identical. The specifications call for electric pneumatic action, three manuals and thirty-one stops, or sets of pipes.

Half of World's Teachers To Be Represented

The rapidity with which the schoolmasters of the world are developing a professional consciousness and an entente cordiale is graphically shown by the figures on the prospective attendance at the World Federation of Education Associations to be held at Denver in July, 1931. Half the teachers of the globe, belonging to sixty nations and all races, will be represented there by some 5,000 delegates. Meanwhile plans are under way for a regional meeting of the school teachers of Asia this December in Benares, India. Dr. Rabindranath Tagore is expected to deliver the inaugural address at this conference, which will have an exhibition to be opened by the Maharaja of Benares.

Italy Rushes 4,000,000 Fascistized Textbooks

Government printing presses in Italy are working overtime to turn out 4,000,000 Fascist textbooks by the time the next school year begins. The new books are necessary owing to the government decision to Fascistize all literature read in the schools. The Minister of National Education is in charge of the work. He has ordered 2,500,000 books for first and second grades, 700,000 for the third, 500,000 for the fourth, and 100,000 for the fifth.

College Students Work in Prisons

Ernest E. Sisley and Melvin E. Knapp, two New York University students, are working their way through college by acting as guards in the House of Refuge on Randall's Island, New York. Both attended the Summer session at the university. Sisley and Knapp divide between them the 7 p. m. to 7 a. m. watch over the dormitory on the island. There are about seventy inmates in the prison, serving sentences for offenses varying from "cutting" continuation school to murder. The average age of the prisoners is sixteen, and the average mentality that of persons eleven and one-half years old. Sisley, who is a teacher, declared that as a result of this work he was obtaining valuable material to apply to textbook theories. He hopes to return to his native state—Ohio—in the near future and teach high school there. He recently received his Bachelor of Science degree. Knapp, whose home in in Meadville, Pa., is a freshman in the School of Commerce at New York University. He contends that a student working his way through college has a decided advantage over his classmates "because of the contacts he makes with the world."

Investing Taught At University

That the university, far from being a storehouse of dead knowledge, may prove a ready help to the ordinary citizen even in time of such trouble as the stock market depression, is being evidenced by the University of California. Among the fifty business courses offered in response to the new demand, through the extension division, is one on investing in the market so as to safeguard against loss. Students, as theoretical owners, will select a list of securities from the various exchanges covering diversified interests, and will learn how to analyze earning sheets, market and newspaper reports. At the end of the course the list will be sold at market prices, and profits, losses, dividends and interest will be calculated.

Public Education Advancing Rapidly

The most rapid growth in American public education has occurred during the past forty years. A glance at statistics compiled by the Office of Education between 1890 and 1928 on the number of students enrolled, the number of days in attendance annually, the number of schools and the value of all school property discloses amazing advances. In 1890 a total of 12,722,581 children between the ages of five and seventeen were enrolled in the public schools of the nation. This number increased to 25,179,696 in 1928. The total population of the country in 1870 was 35,558,371 compared with a school enrollment in excess of 25,000,000 in 1928, the statistics show. It was noted

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that 68.6 per cent. of the children between the ages of five and seventeen in 1890 were enrolled compared with 81.5 per cent. in 1928. The number of schoolhouses totaled 224,556 in 1890 compared with 254,726 in 1928. However, the number had reached almost 278,000 in 1915, but because of the consolidation of one-room buildings, the tendency now is to increase the size of the building, improve its equipment, and diminish the number of small schoolhouses. School property is 1890 was valued at $342,531,791 compared with $5,486,938,599 in 1928.

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Backward Children Cared for in Detroit

Of the 17,599 children in special classes in the Detroit city school system in September, 1928, approximately thirty-two per cent. were enrolled in the special classes for mentally retarded, classified as Special A and B, and special preparatory groups. Five thousand, six hundred and fifty-five children are enrolled; there is a teaching staff of 159, an assistant supervisor immediately in charge of instructional methods, and regular principals in general charge of the schools in which classes are maintained.

Experienced Teachers Sought for Adults

There is no greater problem pressing for solution at the present time and no greater need in the field of vocational education than that of selecting and training teachers for adult classes, declares Adelaide S. Baylor, chief of home economics education, Federal Board for Vocational Education. "One great obstacle to the development of a functioning program for adults," she says, "has been a scarcity of qualified teachers to give the instruction. The adult comes to these classes with experiences to be supplemented, a situation which calls for a special type of teacher of maturity, broad experience, social contacts, and sufficient background of general education and technical training to command the respect and interest of those enrolled." The problems, she pointed out, that call for immediate solution are: 1. Determining the essential qualifications for successful teachers of adult classes without reference to traditional standards for the qualifications of teachers. 2. Devising ways and means to locate people with occupational experience who have had sufficient technical training and the necessary attributes for success in this work. 3. Setting up a plan for studying the needs of such persons for teacher training on the basis of their background of experience and the requirements of their occupation as evening school teachers. 4. Listing the various ways and means through which the training may be gotten over to these teachers in the field. 5. Devising ways and means for testing or measuring the efficiency of evening school instruction.

Rapid Growth Shown By Junior Colleges

The rapid growth of the junior college in the United States is meeting a long-felt need in higher education, according to David T. Blose, specialist on the division of statistics, Office of Education. Because of widespread interest in the development of junior colleges, the Office of Education has published an annotated bibliography, including 1,600 items, on this type of college. The bibliography was prepared by Professor W. C. Eells, of Stanford University, under the auspices of the American Association of Junior Colleges. Mr. Blose said that there are at present 177 junior colleges in the country. They are largely confined to cities and in a majority of instances are publicly supported. Of the total number, 149 are identified as city or district, and twenty-eight as State junior colleges. The junior college, he explained, is planned to take over the first two years of the regular four-year type of college or university course. In European countries their system of public education includes about as much as is done here in the public schools and in the first two years of college training, Mr. Blose pointed out.

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GRINS BETWEEN GRINDS

The Difference

Teacher — "Now, Johnnie, can you tell me the difference between gastronomy and astronomy?"

Johnnie (stumped)—"Gee!"

Teacher—"Yes, Johnnie, to be sure. But I didn't mean merely the orthographical difference. Now Willie Jones will tell us the real difference."

Hard Lines for the Boy

His Father—"When I was a boy my best clothes were made from my father's old ones."

Bobby—"An' I gotta wear sis' old knickers. An' that's worse.—Detroit News.

Standard Equipment

"Where did you get those big, tender, sympathetic eyes?" she cooed.

"Oh," replied the sailor, "they came with my face."—Our Navy.

Very Neat

"Oscar," said the bank manager, "there'll be a vacancy here soon, and I'm thinking of giving your twin brother the job."

"My twin brother?" exclaimed Oscar.

"Yes, the one I saw watching the ball game yesterday while you were at your aunt's funeral," explained the manager.

"O—er—yes," said Oscar. "I—I remember. I—I'll go hunt him up."

"Good!" said the manager. "And don't come back till you've found him."—Pathfinder.

To Keep in Trim!

Hannah—"What fo' you'-all readin' dat book on Physical Culture, honey?"

Mandy—"Ah's int'rested, Ah is. Soon's Ah gits mah washin' done, Ah's gonna do dem ex'rcises!"—Life.

But It's a Falling Market

Small Brother—"I just saw you kiss my sister."

Young Man—"Here. Keep still. Put this quarter in your pocket."

Small Brother — "Here's a dime change. One price to all—that's the way I do business."—Lehigh Burr.

Just Ignore Them

"Were the questions hard?"

"No, they were easy. The answers bothered me."—Hoof Prints.

They Catch Cold Easily

She displayed much interest while going around the fur-farm.

"And how many skins do you get from each silver fox?"

"Three," he explained shortly. "If you took off his skin any oftener he'd become ill."—Pages Gaies.

Very, Very Subtle

Little Bobby was playing at Ronny's house, but when time came for him to go home it started to rain. Ronny's mother at once gave Bobby her own son's raincoat and goloshes.

"Oh, but don't take all this trouble!" said Bobby, politely enough.

"No trouble, Bobby," she returned. "I'm sure your own mother would have done the same for Ronny."

"Mother'd do more," replied Bobby. "She'd ask Ronny to stay to tea."—Punch.

Long Detour — One Way

Motorist—"How far is it to Brushville?"

Boy—"About 24,996 miles the way you're headed; but if you turn around it's only four miles."—Border Cities Star.

Exclusive Knowledge

The Pastor—"So God has sent you two more little brothers, Dolly?"

Dolly (brightly) — "Yes, and he knows where the money's coming from; I heard daddy say so."

Meetings To Be Held

OCTOBER

1-4: Girl Scouts, Inc., Mrs. J. H. Barnes, 670 Lexington Avenue, New York City: Indianapolis, Indiana.

9-11: Vermont State Teachers' Association, M. C. Parkhurst, 323 Pear Street, Burlington, Vermont: Rutland, Vermont.

17-19: Utah Education Association, D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

16-18: Indiana State Teachers' Association, C. O. Williams, 205 Hotel Lincoln, Indianapolis, Indiana: Indianapolis, Indiana.

23-24: Maine State Teachers' Association, A. W. Gordon, Augusta, Maine: Bangor, Maine.

23-25: Montana Education Association, R. J. Cunningham, Box 217, Helena, Montana: Helena, Montana.

24: Connecticut State Teachers' Association, G. C. Swift, Watertown, Connecticut: Hartford, New Haven, Bridgeport, New London.

20-23: National League of Compulsory Education Officials, M. Andrew, 352 Court House, Memphis, Tennessee: Rochester, New York.

23-24: Ninth Annual Meeting of the Vocational Home-Makers, Broadview Hotel, East St. Louis, Illinois.

24-25: Tenth Annual Meeting of the Illinois Home Economics Association, Broadview Hotel, East St. Louis, Illinois.

27-31: American Public Health Association, Homer N. Calver, 370 Seventh Avenue, New York City: Fort Worth, Texas.

OCTOBER-NOVEMBER

30-November 1: Rhode Island Institute of Instruction, C. W. Bosworth, 77 Rolfe Street, Auburn, R. I.: Providence, Rhode Island.

30-November 1: Colorado Education Association, W. B. Mooney, 530 Commonwealth Avenue, Denver, Colorado: Grand Junction, Pueblo, Denver, Colorado.

30-November 1: Minnesota Education Association, C. G. Schulz, 162 West College Avenue, St. Paul, Minnesota: Minneapolis, Minnesota.

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30-November 1: New Mexico Educational Association, C. B. Dyke, Short Hills, New Jersey: Atlantic City, New Jersey.

NOVEMBER

6-8: Association of Urban Universities, C. S. Marsh, University of Buffalo, Buffalo, New York: Philadelphia, Pennsylvania.

6-8: Kansas State Teachers' Association, F. L. Pinet, 315 West Tenth Street, Topeka, Kansas: Kansas City, Topeka, Hays, Hutchinson, Emporia, Parsons, Kansas.

6-7: New England Association of School Superintendents, S. Howard Chace, Beverly, Massachusetts: Boston, Mass.

6: Wisconsin Association of Mathematics Teachers, M. K. Johnson, 232 Broadway, Eau Claire, Wisconsin: Milwaukee, Wisconsin.

6-8: Wisconsin Teachers' Association, B. E. McCormick, Madison, Wisconsin: Milwaukee, Wisconsin.

8-11: New Jersey State Teachers' Association, C. B. Dyke, Short Hills: Atlantic City, New Jersey.

11-15: Missouri State Teachers' Association, E. E. Carter, Columbia, Missouri: Kansas City, Missouri.

13-15: Arkansas Education Association, H. L. Lambert, Little Rock, Arkansas: Little Rock, Arkansas.

13: National Committee for Mental Hygiene, C. W. Beers, 370 Seventh Avenue, New York City: New York City, New York.

13-15: West Virginia State Education Association, J. H. Hickman, Charleston, West Virginia: Clarksburg, West Virginia.

15-16: Delaware State Teachers' Association, R. Shilling, Milford, Delaware: Newark, Delaware.

19-20: Illinois City Superintendents' Association, C. Bruner, Kewanee, Illinois: Urbana, Illinois.

20-22: Illinois High School Conference, Arthur W. Clevenger, 109 Administration Building, Eastern University of Illinois, Urbana, Illinois: Urbana, Illinois.

23-26: South Dakota Education Association, N. E. Steele, Room 2, Perry Block, Sioux Falls, South Dakota: Sioux Falls, South Dakota.

24-25: New York State Teachers' Association, D. A. Searing, 617 North Goodman, Rochester, New York: Syracuse, New York.

25-26: Association of Public School Trustees of Virginia. F. Diehl, Farmville, Virginia. Richmond, Virginia.

27-29: Association of Teachers of Mathematics in Middle States and Maryland, Norma Sleight, Shippen School, Lancaster, Pennsylvania.

27-29: National Council of Teachers of English, W. W. Hatfield, 6705 Yale Avenue, Chicago, Illinois.

27-29:Texas State Teachers' Association, R. T. Ellis, 708 N. P. Anderson Building, Fort Worth, Texas.

28-30: Association of Colleges and Secondary Schools of the Middle States and Maryland, G. W. McClelland, University of Philadelphia, Philadelphia, Pennsylvania.

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